DOCUMENT RESUME

ED 227 193 UD 022 686

AUTHOR Torres, Judith; Bensimon, Estela M.
TITLE Morris High School Betterment through Bilingualism. [illegible] Evaluation Report, 1981-1982.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Jan 83
NOTE 88p.; For related document, see ED 218 397.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Achievement Gains; *Bilingual Education Programs; Career Education; Curriculum Development; *English Instruction; High Schools; *Hispanic Americans; Parent Participation; *Program Effectiveness; Program Evaluation; *Second Language Instruction; Spanish; Staff Development; Student Characteristics; Truancy; Vocational Education
IDENTIFIERS Elementary Secondary Education Act Title VII; *New York City Board of Education

ABSTRACT

This report summarizes the evaluation of the Betterment through Bilingualism Program at Morris High School, New York City, in 1981-82. The program was funded by Title VII of the Elementary and Secondary Education Act for the purpose of developing Hispanic students' English language skills and preventing truancy. Three hundred students were enrolled in the program, half of whom were in ninth grade. Chapter 1 of the report describes student characteristics (sex, grade, race, origin of birth, etc.). Chapter 2 outlines the program's policy, philosophy, organization, funding, and its goals. Chapter 3 highlights instructional components of the program, including native language arts and mainstream courses. Chapter 4 describes the program's noninstructional components: supportive services (educational and personal counseling, home visits); curriculum development; staff development; and parental involvement. Chapter 5 presents the assessment instruments and procedures, and the results of student testing. It is stated that although improvements were noted (from previous years) in staff and curriculum development and classroom language policy, the program still does not demonstrate adequate interface between content area curricula and career/vocational education. Overall, however, the program is judged to be successful. Specific recommendations are offered for improvement in deficient areas. Appended to the report are various instructional aids, evaluation forms, and a bilingual newsletter from the school. (WAM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227193

O.E.E. Evaluation Report

January, 1983

MORRIS HIGH SCHOOL

BETTERMENT THROUGH BILINGUALISM

1981 - 1982

Principal and Project
Director: Frances Vazquez

Project Coordinator: Irma Nesci

O.E.E. Bilingual Education Evaluation Unit
Ruddie A. Irizarry, Manager

Prepared by:

Judith Torres
Estela M. Bensimon

With the Assistance of:

Margaret H. Scorza
Carlos V. Kronberger
Armando Cotayo

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. K. Minter
NYC. Board of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD 022 686

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK

JOSEPH G. BARKAN
President

AMELIA ASHE
Vice-President

STEPHEN R. FRANSE
IRENE IMPELLIZZERI
MARJORIE A. LEWIS
MIGUEL O. MARTINEZ
JAMES F. REGAN
Members

FRANK J. MACCHIAROLA
Chancellor

RICHARD F. HALVERSON
Deputy Chancellor

THOMAS K. MINTER
Deputy Chancellor
for Instruction

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. In addition, he has trained and helped others in numerous ways. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

A SUMMARY OF THE EVALUATION
OF PROJECT BETTERMENT THROUGH BILINGUALISM
MORRIS HIGH SCHOOL
1981-1982

This project, in its third year of Title VII funding, provided E.S.L. and bilingual instruction to 300 Hispanic students of limited English proficiency in grades nine through twelve. More than half of the students in the program were enrolled in the ninth grade. Approximately 86 percent of the program students were foreign-born, almost half of these in Puerto Rico. Program students varied in English-language proficiency, native-language ability, and overall academic preparedness.

The major goals of the program were the development of English-language skills and the prevention of truancy among Hispanic students. These goals were reflected in the program's commitment to providing a strong network of supportive services and its strictly enforced language policy. This policy consisted of a series of guidelines delineating the percentage of time English and Spanish must be used in the classroom and for what purposes. The program was highly structured in all of its components and provided students with considerable individual attention.

Title VII and tax levy funds supported administrative and support staff. Instructional services were provided by a combination of Title VII, tax levy, and P.S.E.N. monies. Curriculum materials were developed in career education, history, and science. Development activities for staff members included monthly meetings, classroom observations, and orientation sessions for new teachers in addition to attendance at workshops and university courses. Supportive services to program students consisted of personal counseling, educational guidance, outside referrals, and family assistance in the form of home visits. An important component of the counseling effort was truancy and drop-out prevention for ninth graders. Parents of program students participated in a bilingual advisory council, school-wide and program activities, and responded to an annual questionnaire soliciting suggestions for improving the program.

Students were assessed in English-language proficiency (Criterion Referenced English Syntax Test); native-language ability (Interamerican Series Prueba de Lectura); social studies, mathematics, and science (teacher-made tests); and attendance (school and program records). Quantitative analysis demonstrates that:

--Students at Levels I and II of the CREST achieved gains of more than one objective per month of fall E.S.L. instruction. Students at Level III showed modest gains and failed to meet the proposed criterion. Overall gain rates for the spring were very similar to the fall.

--In Spanish reading, students at all grades and test levels, with the exception of two twelfth graders, made statistically significant gains and attained the project's objective for this area.

--In mathematics, during the fall term program students failed to meet the criterion for mastery (that 70 percent or more of the students pass teacher-made mathematics examinations). During the spring term, the overall passing rate exceeded the program's objective. In general, ninth graders appeared to experience the greatest difficulty while students in the upper grades tended to surpass the criterion level.

--In science, program students achieved overall success rates which equalled or surpassed the established criterion. Ninth graders, however, failed to meet the 70 percent criterion in both the fall and spring.

--In social studies, students met the program criterion only in the spring term. The performance of ninth-grade students was especially low overall, as was tenth and twelfth graders in the fall term.

--In native language arts, the program's objective was attained by students in both terms. Ninth graders showed the lowest passing rates and eleventh graders achieved the highest.

--The attendance rate of program students was significantly higher than the 72 percent reported for the school as a whole. The program substantially surpassed its objective in this area.

The following recommendations were aimed at improving the overall effectiveness of the program:

--Focusing greater attention on the implementation of career and vocational education in the content areas and supplementing this instruction with a guidance program using a workshop format;

--Giving priority to the planned revision of curriculum and instructional strategies for immigrant students with limited literacy skills in their native language;

--Under the direction of the resource specialist, identifying instructional materials relevant to overage students with literacy skills problems;

--Developing a counseling program, under the auspices of the guidance staff, geared to truant students using behavior modification and values clarification techniques;

--Documenting those teaching and counseling techniques which are particularly effective in working with overage and semi-literate students;

--Continuing the distribution of memoranda geared toward staff development and supplementing them with more informal contacts between the administrative staff and faculty in order to increase communication and feedback;

--Including the family assistant and paraprofessionals in monthly meetings and staff development activities;

--Continuing and increasing student-centered activities and other related activities that both reinforce students' self-confidence and increase the visibility of the program.

TABLE OF CONTENTS

		PAGE
Introduction		1
I.	STUDENT CHARACTERISTICS	4
II.	PROGRAM DESCRIPTION	10
	Language Policy	10
	Program Philosophy	12
	Program Organization and Funding	13
	Program Goals	19
III.	INSTRUCTIONAL COMPONENT	23
	Entry, Programming, and Transition	23
	English As A Second Language	25
	Native Language Arts	30
	Content-Area Instruction	33
	Mainstream Courses	36
IV.	NON-INSTRUCTIONAL COMPONENT	37
	Supportive Services	37
	Curriculum Development	40
	Staff Development	40
	Parental Involvement	41
	Affective Domain	42
V.	FINDINGS	46
	Assessment Procedures, Instruments, and Findings	46
	Summary of Findings	58
VI.	CONCLUSIONS AND RECOMMENDATIONS	60
VII.	APPENDICES	63

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organizational Chart of the "Betterment Through Bilingualism Program."	17
Table 1:	Number and Percentages of Students by Country of Birth.	4
Table 2:	Number and Percentages of Students by Sex and Grade.	6
Table 3:	Program Enrollment and Promotions by Grade.	6
Table 4:	Number of Students by Age and Grade.	7
Table 5:	Number of Students Leaving the Program.	9
Table 6:	Distribution of Language Use by Content Area.	11
Table 7:	Staff Characteristics: Professional and Paraprofessional Staffs.	14
Table 8:	Funding of the Instructional Component.	18
Table 9:	Funding of the Non-Instructional Component.	19
Table 10:	English-Language Instruction.	28
Table 11:	Spanish-Language Instruction.	32
Table 12:	Enrollment in Content-Area Offerings, Spring 1982.	34
Table 13:	Mainstream Classes in Which Program Students Enrolled.	36
Table 14:	Results of the Criterion Referenced English Syntax Test (Fall).	48
Table 15:	Performance of Students Tested on the Criterion Referenced English Syntax Test (Fall).	49
Table 16:	Results of the Criterion Referenced English Syntax Test (Spring).	50
Table 17:	Performance of Students Tested on the Criterion Referenced English Syntax Test (Spring).	51

LIST OF FIGURES AND TABLES
(continued)

		PAGE
Table 18:	Native Language Reading Achievement.	52
Table 19:	Number and Percent of Students Passing Teacher-Made Examinations In Mathematics.	53
Table 20:	Number and Percent of Students Passing Teacher-Made Examinations In Science.	54
Table 21:	Number and Percent of Students Passing Teacher-Made Examinations In Social Studies.	55
Table 22:	Number and Percent of Students Passing Teacher-Made Examinations In Native Language.	56
Table 23:	Attendance Percentages of Program Students by Grade.	57

BETTERMENT THROUGH BILINGUALISM
AT MORRIS HIGH SCHOOL

Location:	166 Street and Boston Road Bronx, New York 10456
Year of Operation:	1981-1982, third year of Title VII funding
Target Language:	Spanish
Number of Participants:	300 students
Principal:	Frances Vazquez
Project Director:	Frances Vazquez
Bilingual Coordinator:	Irma Nesci

INTRODUCTION

The Betterment through Bilingualism Program completed its third year of E.S.E.A. Title VII funding in June, 1982. The major goals of the program are the development of Hispanic students' English-language skills and the prevention of truancy.

The dedication with which these goals are pursued by the school principal, the program's administrative and supportive services staff, and the teachers is evident in the procedures that have been instituted to systematize instruction according to very specific objectives. They are also reflected in the methods used to improve the quality of teaching, in the program's adherence to a detailed language policy statement, and in the attention given to school and class attendance patterns.

The program, highly structured in all of its activities, is also distinguished in the individual attention it gives to students through home visits,

and regular counseling and guidance sessions. The program staff members work to instill a sense of self-confidence and worthiness in students who struggle to survive an economically depressed and often psychologically frustrating home environment.

To achieve its goals, the program depends on a large staff of administrators, teachers, and supportive services specialists, all of whom are bilingual and many of whom belong to the same ethnic groups as the students they serve. The core staff consists of three persons: the assistant principal for foreign language, English as a second language, and bilingual education; the bilingual program coordinator; and the bilingual resource specialist. The school principal, who was the former program director, has retained that title and continues to be a strong influence in the program, particularly in policymaking decisions.

This document represents an evaluation that encompasses information from previous years as well as the current year of the project. The descriptive sections summarize those findings that were documented extensively in the 1980-81 report, and concentrates on those areas that were singled-out in 1981-82 for further investigation.

The 1981-82 evaluation was carried out using the following procedures:

--Three visits were made to Morris High School during the month of May, 1982. The purpose of the visits was to interview staff and students, elicit the information specified in the Office of Educational Evaluation (O.E.E.) evaluation instruments and questionnaires, review documents on program activities and achievements, and observe classes while in session.

--Lengthy interviews were conducted with the program coordinator and the assistant principal for foreign language, English as a second language, and bilingual education. Shorter interviews (lasting between 45 minutes to one hour) were held with the supportive services staff, paraprofessionals, and resource specialist. Additionally, meetings were held with students and the school principal.

--Three classes were observed while in session.

--Documents related to staff development activities were thoroughly reviewed and discussed with the administrative staff.

I. STUDENT CHARACTERISTICS

Betterment through Bilingualism provides bilingual instructional and supportive services to 300 Spanish-speaking students. Of the 300 students in the program, approximately 260 or 86 percent were born outside the United States (see Table 1); the other 14 percent of the program students were born in the United States. Among the students born here, many have attended schools in New York. These students have a functional knowledge of English, but are neither able to read nor write it.

TABLE 1

Number and Percentages of Students by Country of Birth

Language: Spanish

Country of Birth	Number	Percent
Puerto Rico	137	46
Dominican Republic	55	18
Cuba	3	1
Honduras	6	2
Guatemala	2	1
El Salvador	24	8
Ecuador	29	10
Peru	1	less than 1
United States	40	14
Total	297	100

- The highest percentage of students (46 percent) was born in Puerto Rico, the next highest (18 percent) in the Dominican Republic.
- Only 14 percent of the students are United States-born.

The students participating in the bilingual program constitute approximately 22 percent of the Spanish-speaking student population (1,359) attending Morris. The Hispanic population represents 65 percent of the total student body at Morris; the remaining 35 percent (732) are mostly black students.

The students share a common language, Spanish, yet differ in their literacy in this language. The range of literacy, according to the program coordinator, is from the "barely literate to the very sophisticated." Generally, students who have lived and attended schools in urban areas in their countries of origin are more literate in Spanish than students coming from rural settings. Their English proficiency is also highly varied; however, when tested with the Language Assessment Battery (LAB), they were all identified to be of limited English proficiency (LEP) as per the guidelines of the New York City Board of Education.

More than half (157) of the students in the program are enrolled in the ninth grade; in grades ten through twelve, the enrollment declines progressively (see Table 2). The number of students promoted is also highest in the ninth grade; however, for all grades, the percent of students promoted is very low due to truancy, late entries, and high student mobility (see Table 3). Interrupted schooling or lack of educational opportunity in their native country results in many students being overage for their grade. Table 4 presents the number of students by age and grade.

TABLE 2

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	TOTAL N	Column Total: Percent of All Students
9	80	51	78	49	158	53
10	48	64	27	36	75	25
11	22	39	34	61	56	19
12	2	25	6	75	8	3
Total	152	51	145	49	297	100

- Program students are approximately evenly divided by sex; there is a slightly higher proportion of males than females. However, the proportion of female students is higher in grades 11 and 12.
- Most students, 53 percent, are in grade 9. The percentage of students decreases as the grade level increases.

TABLE 3

Enrollment and Promotions by Grade[a]

Grade	Register Data	Number of Students Promoted	Percent Promoted	Percent Promoted (Discounting Late Entries and Truants)
9	155	32	20.6	38
10	82	18	22.0	26
11	40	7	17.5	22

[a]Information on twelfth graders was not provided.

TABLE 4

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	29	2	0	0	31
15	50	20	1	0	71
16	54	28	10	0	92
17	23	16	19	4	62
18	0	8	19	3	30
19	1	0	7	1	9
20	0	0	1	0	1
Total	157	74	57	8	296
Overage Students:					
Number	78	24	27	1	130
Percentages	50	32	47	13	44

Note. Shaded boxes indicate age range expected for the grade.

. Forty-four percent of the program students are overage for their grade. The highest percentage of overage students is in grade 9, followed by grade 11. The lowest percentage of overage students is in grade 12.

. Most students are 16 years of age.

According to the family assistant, a large percentage of the program students come from large households headed only by the mother. Moreover, a high percentage come from families that receive public assistance.

Poverty and broken families contribute to a high incidence of truancy, particularly among students who are overage for their grade. Program staff members feel that the constant movement of students between New York City and their native countries also contributes to an unstable student population. Table 5 presents the number of students leaving the program. Although the number of students reported is small, the table indicates that return to the native country is one of the major reasons for leaving the program.

Although stressful living conditions are common for the majority of the students in the program, many go on to higher education or seek training in preparation for skilled occupations. This group of students stands out: they are active in school activities, have high grades and good attendance records, and their names consistently appear on the honor rolls and in Arista's membership roster. The students in the program who are achievers may not be representative of the majority in the program nor of the schoolwide population, but they are, as a member of the staff said, "representative of the impact the program can have."

TABLE 5

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Transferred to another school	2	0	0	0	2
Return to native country	3	1	0	0	4
Discharged (Marriage)	1	0	1	0	2
Truant	2	0	0	0	2
Other	4	0	0	0	4
Total	12	1	1	0	14

- Most students who are reported to leave the program are in grade 9. They leave for varied reasons, but returning to native country seems to be the most typical.
- Students who leave the program during the summer (do not return in September) are not reflected in this table.

II. PROGRAM DESCRIPTION

LANGUAGE POLICY

The philosophy of Betterment through Bilingualism is articulated in its strictly enforced language policy. The aim of the program is to teach students English as quickly as possible while also providing courses in the content areas, to develop language skills in Spanish for the low literacy students, and to maintain and enrich the language skills of students who have a strong foundation in Spanish.

The language policy consists of a series of guidelines delineating the percentage of time the two languages must be used in the classroom and for what purposes. These guidelines, which the principal emphasized are an "ironclad rule," were adopted to eliminate students' code-switching and using "Spanglish," as well as the tendency of teachers to rely on their stronger language to the detriment of the other.

The percent of time the two languages are used varies according to the content area and instructional level. English as a second language and Spanish courses, which are taught in English and Spanish respectively, are the only subjects exempted from the guidelines.

Table 6 below provides the distribution of English- and Spanish-language use by course.

TABLE 6

Distribution of Language Use by Content Area

Course	Percent of Time English Used	Percent of Time Spanish Used
Global Studies 2	15	85
Global Studies 3	15	85
Economics	15	85
American History I	15	85
American History II	15	85
Science 2	15	85
Biology I	25	75
Biology II	25	75
General Math 1	15	85
General Math 2	15	85
Algebra 1	25	75
Algebra 2	25	75
Algebra 3	60	40

To enforce the policy, content-area teachers are required to have on the blackboard a "do now" assignment in English, which students must begin at the start of class. This assignment consists of a review of the lesson taught the preceding day. While the core of the content-area lessons are taught in Spanish, vocabulary is introduced in English. Homework assignments are also given in English. (See Content-Area Instruction - Overview for further details of language policy.)

A review of teacher observation reports prepared by the assistant principal in charge of the bilingual education program revealed that the guidelines are strictly enforced, and their implementation by the classroom teachers is carefully monitored. For example, in a report based on his observation of a mathematics class, the assistant principal wrote:

> Bilingual classes are unique in that they strive to develop in our youngsters the ability to function well in two languages. I was pleased to witness the steady increase in the amount of English used by you in the classroom. Your efforts encourage students to strive to emulate your behavior.

PROGRAM PHILOSOPHY

The assistant principal's feedback to the teacher discussed above also embodies the philosophy of the program that was evident in all its written documents and which was articulated by everyone interviewed. The program personnel work hard at creating an environment where dedication and performance are taken seriously and evaluated rigorously.

This attitude is exemplified in many ways. The principal continuously tries out new ways of strengthening the curriculum, reducing truancy, and increasing retention rates. The assistant principal writes extensive and meticulously detailed comments after each class observed, describing what transpired during the period of instruction. The program coordinator, in addition to overseeing the program's operations, goes out of her way to provide means whereby the students' creativity can be nurtured and their accomplishments positively reinforced. The resource specialist has compiled an impressive inventory of materials, and the supportive staff personnel visit the homes of the students, organize group counseling sessions,

and maintain detailed profiles on each student.

PROGRAM ORGANIZATION AND FUNDING

Betterment through Bilingualism had previously functioned as a self-contained "mini-school" located in the school annex. Since the program's move to the main school building, approximately two years ago, efforts have been made to integrate the program more thoroughly with the rest of the school. One of the purposes for the thrust toward integration is to achieve greater accessibility to school facilities such as science laboratories and a greater incorporation of program students into Regents classes.

The bilingual program now functions as a self-contained department under the general direction of the school principal who also holds the title of program director. Supervision of the teaching personnel falls within the general responsibilities of the assistant principal. The bilingual program coordinator is responsible for the day-to-day activities of the program -- interviewing students, coordinating the parent advisory council, organizing activities for the students, supervising the paraprofessionals, and many other functions related to the program.

Together, the assistant principal, the program coordinator, and the resource specialist oversee the activities of a staff that includes five teachers of E.S.L., five content-area bilingual teachers, five foreign-language teachers, four paraprofessionals, and a supportive services staff of three -- a guidance counselor, a family assistant, and a grade advisor. Table 7 presents the characteristics of the professional and paraprofessional staff serving the program students.

TABLE 7

Staff Characteristics: Professional and Paraprofessional Staffs

Function	% Time For Each Function	Date Appt. To Each Function	Education (degrees)	Certification	License(s)	Experience: Monolingual	Experience: Bilingual	Experience: E.S.L.
A.P. Foreign Language/ E.S.L./Bilingual	100	2/81	B.A. Psychology M.S. Adm./Super.	N.Y.C.		19 Foreign Lang.		
Title VII Coordinator	100	9/80	B.S. Education M.A. Learn. Dis. M.A. Adm./Super.	N.Y.C.	Pitman Steno/Type Day High School	15 yr. Sec'l Stud.		
Title VII Resource Specialist	100	9/79	B.A. History M.A. History	N.Y.C.	Bil. Social Studies			
Title VII Grade Advisor	100	9/79	B.A. E.S.L. M.A. E.S.L.	N.Y.C.	E.S.L.	8 yrs.		8 yrs.
E.S.L. Teacher	100	12/80	B.S.		PD Social Studies	2 yrs.		2 yrs.
E.S.L. Teacher	100	9/75	B.A. E.S.L. M.A. E.S.L.	N.Y.C.	E.S.L.	7 yrs.		7 yrs.
E.S.L. Teacher	40	2/77	B.A. E.S.L. M.A. E.S.L.	N.Y.C.	E.S.L.	5 yrs.		5 yrs.
E.S.L. Teacher	100	2/81	B.S. Education M.A.	N.Y.C.	E.S.L.	9 yrs.		9 yrs.

TABLE 7

Staff Characteristics: Professional and Paraprofessional Staffs (cont.)

Function	% Time For Each Function	Date Appt. To Each Function	Education (degrees)	Certification	License(s)	Experience: Monolingual	Experience: Bilingual	Experience: E.S.L.
Bil. Social Studies Teacher	100	12/75	B.S. M.S.	N.Y.C.	Bil. Social Studies		7 yrs.	
Bil. Social Studies Teacher	40	9/75	B.S. +	N.Y.C.	Bil. Social Studies		7 yrs.	
Bil. Math Teacher	100	10/75	B.S.	N.Y.C.	Bil. Math		7 yrs.	
Bil. Math Teacher	100	9/74	B.S. Ph.D.	N.Y.C.	Bil. Math		8 yrs.	
Bil. Science	100	10/79	B.A.	N.Y.C.	PD Bil. Science		3 yrs.	
Spanish Teacher	100	9/69	B.A. Spanish M.A. Spanish	N.Y.C.	Spanish	13 yrs.	13 yrs.	
Spanish Teacher	100	9/77	B.A. Spanish M.A. Spanish	N.Y.C.	Spanish	5 yrs.	5 yrs.	
Spanish Teacher	100	10/81	B.A. Spanish M.A. Spanish	N.Y.C.	Spanish	1 yr.		

TABLE 7

Staff Characteristics: Professional and Paraprofessional Staffs (cont.)

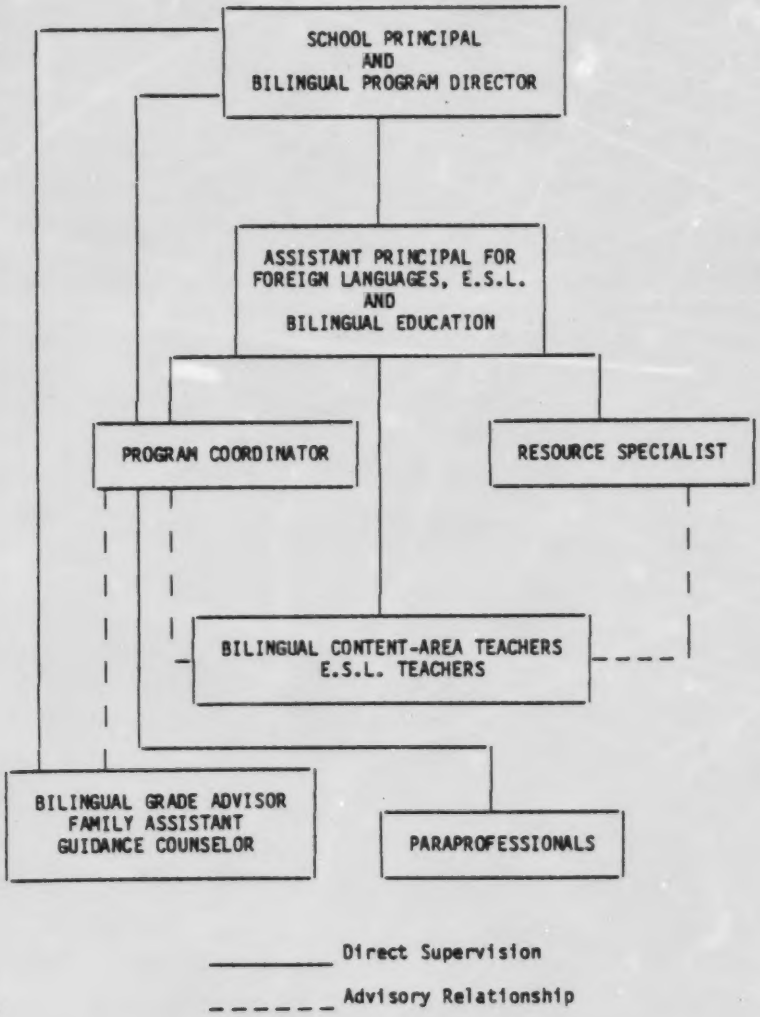
Function	% Time For Each Function	Date Appt. To Each Function	Education (degrees)	Certification	License(s)	Experience: Monolingual	Experience: Bilingual	Experience: E.S.L.
Spanish Teacher	100	9/72	B.A. Spanish M.A. Spanish	N.Y.C.	Spanish	10 yrs.		
Spanish Teacher	100	2/71	B.A. Spanish M.A. Spanish	N.Y.C.	Spanish	11 yrs.		
Educational Assistant	100	11/77				5 yrs.		
Educational Assistant	100	2/77				5 yrs.	5 yrs.	
Educational Assistant	100	11/74				7 yrs.	7 yrs.	
Educational Assistant	100	9/73				9 yrs.	9 yrs.	
Family Assistant	100	9/80				5 yrs.	5 yrs.	

The core administrative personnel of the program work effectively as a team, mainly because each concentrates in those areas for which s/he has particular strengths and expertise.

The organizational chart of the program follows.

FIGURE 1

Organizational Chart of the
"Betterment Through Bilingualism" Program



To provide services to bilingual students, the program combines tax-levy, Title VII, Title I, and P.S.E.N. funds. The following tables outline the funding sources for the instructional and non-instructional components of the bilingual program.

TABLE 8

Funding of the Instructional Component

	Funding Source(s)	No. of Teachers	No. of Classes	No. of Paras	No. of Classes
E.S.L.	P.S.E.N.	2	5,6		
	Supplemental	1	2	2	5 each
	Tax-Levy	2	5 each		
Reading (English)	P.S.E.N.	2	2 each		
	Title VII			1	5
Native Language	Tax-Levy	5	5 each		
Math	Supplemental	2	5 each		
	Title VII			1	5
Social Studies	Tax-Levy	2	2,5		
Science	Tax-Levy	1	3		
	Supplemental		3		

TABLE 9

Funding of the Non-Instructional Component

	Funding Source(s)	Personnel: No. & Title(s)
Administration & Supervision	Tax Levy Title VII	1 Assistant Principal 1 Coordinator
Curriculum Development	Title VII	1 Resource Specialist
Supportive Services	Tax Levy Title VII	1 Bilingual Counselor 1 Grade Advisor
Staff Development	Tax Levy Title VII	1 Assistant Principal 1 Coordinator
Parental & Community Involvement	Title VII	Bilingual Advisory Committee

PROGRAM GOALS

This section will provide a description of the major program goals, with particular attention given to revisions made in the program's thrust since 1980-81.

The main goal of Betterment through Bilingualism, as stated in the May 1982 internal evaluation report prepared by the assistant principal, is to provide a program for newly-arrived Spanish-speaking students dedicated to the development of English-language skills which will make possible a smooth transition into the mainstream. This transition is negotiated in the context of an overall instructional program which is bilingual and bicultural in

approach. At the same time, the program staff pursues the following long-range goals:

--to build and reinforce in bilingual students positive attitudes toward themselves and toward their education, and toward their future role as students, employees, and citizens;

--to conduct research on methodology and curriculum in bilingual education which will provide a basis for ongoing staff development;

--to provide parents with the incentive and the skills necessary to play a strong and consistent part in the children's education;

--to afford cultural opportunities to students who may otherwise not venture beyond their neighborhood or borough;

--and to provide the supportive services which will help students to deal with the practical or personal problems which might otherwise keep them out of the classroom, and ultimately out of the labor market.

The program proposal outlined specific objectives for each staff position, as well as for parents, and outlined ten areas in which the program might make an impact on the target population:

--The growth in English reading demonstrated between the time of pre- and post- standardized tests will be significantly higher than that of youngsters in the mainstream.

--The improvement in Spanish reading evident at the time of the post-test will be significant.

--The drop-out rate of the target population will be measurably lower than their counterparts in the monolingual classes.

--The least 60 percent of the students in the program will attend one or more of the extracurricular activities available to them. In the past this percentge had been much lower. At least 20 percent of the youngsters in the program will perform in one or more of the school-wide assembly programs. Such participation would be an indication of better integration with the school at large.

--A greater percentage of the bilingual parents will be encouraged to take a more active role in the education of their children.

--The rate of daily absenteeism of the bilingual students will be significantly lower than that of their schoolmates in monolingual classes.

--Students in the program will be afforded the rare opportunity to study advanced subjects such as biological ecology and geometry bilingually.

--Pupils will receive more individualized attention because of the presence of an educational assistant in the classroom.

--The passing rate in the bilingual classes will be higher than that in equivalent mainstream classes.

--More bilingual pupils will be provided with Spanish language textbooks in the major subject areas.

The assistant principal has concentrated much of his time in activities related to the improvement of the instructional program. He has instituted procedures which are intended to provide more information to teachers on matters related to the teaching process, and procedures to monitor the achievement of students more directly. Informational procedures consist of memoranda (bulletins) prepared for the teachers. One bulletin, for example, consisted of instructions and suggestions for preparing students for the writing part of the English citywide test (see Appendix A). Besides providing general information on the aims of the writing test, explicit examples were included of assignments that could serve to prepare the students for the test. Other bulletins prepared by the assistant principal discussed methods of preparing tests, and the use of audio-visuals in the classroom.

The assistant principal assumes a direct role in monitoring the students' academic progress, particularly in the area of writing skills, by reviewing writing samples which have already been corrected and graded by the classroom teachers (see Appendix B). In this way, the assistant principal is able to

review the writing proficiency of students and monitor the quality of the feedback teachers give students on completed assignments.

Several of the above procedures are newly instituted and indicate the incorporation of formal administrative structure. The reaction of the teaching staff was not discussed. However, the quality and comprehensiveness of the bulletins, guidelines, and procedures are impressive. They are intended to enhance the instructional program. (See Staff Development for additional staff activities during 1981-82.)

III. INSTRUCTIONAL COMPONENT

ENTRY, PROGRAMMING, AND TRANSITION

Entry Criteria

Students are tested with the LAB; they are eligible to participate in the program if they score below the twenty-first percentile in English and higher in Spanish. This year 300 students were identified as meeting the eligibility criteria. According to the staff, and unlike last year, all limited English proficiency students are enrolled in the bilingual program.

The testing program is coordinated by the grade advisor who is also responsible for interviewing all students coming into the program. The resource specialist assists with the administration of the LAB test.

One of the problems confronted by the program is that there are students who score below the twenty-first percentile in the English part of the LAB and only a few points higher in Spanish. These students are eligible for bilingual education under the Consent Decree, and are placed in the bilingual program. Their English-speaking skills however, may be sufficiently developed to enable them to participate to some extent in mainstream classes, and some may even have better conversational command of English than of Spanish. Their ability to read and perform academically in English is nevertheless limited. At the same time, their knowledge of academic Spanish is not well developed either. In other words, the educational problems of these students are related to their low level of competency in reading and writing in both English and Spanish; both languages are poorly developed.

As pointed out in the student characteristics section, sixty percent of the students in the program were born in the United States or Puerto Rico, and have had exposure to English. Many of those have been here ten or more years, but still experience difficulties in the use of English. This kind of student poses a special challenge to the program (see Recommendations).

Programming

The programming process takes into account each student's individual needs. At the beginning of the term, or at the point of enrollment during the year, incoming students are evaluated individually. The records of those students arriving from outside the country are retrieved and reviewed. Students are tested in English by the grade advisor, and in math and Spanish by program teachers. A comprehensive evaluation form is filled out for each student; on the basis of the evaluation form, the grade advisor arrives at a program for the student. The grade advisor follows each student, keeping track of credits and graduation requirements. In addition, he maintains for eleventh- and twelfth-grade students individual folders in which vocational or college planning materials are assembled. Information on finances, applications, and recommendations is collected on a college information sheet.

Course and credit requirements guide course selection for ninth and tenth graders. All students take the maximum number of courses possible, including gym, music, and art. Upper-termers may also elect to take urban ecology, accounting, or other electives.

Programming is flexible to the extent that students may be referred to other classes if a placement has been found to be inappropriate. For example,

if a content-area teacher finds that a student is not absorbing material in either language, a referral may be made to the native language arts class which teaches fundamental skills in English and Spanish.

Transition

A student may leave the program and enroll in mainstream courses on the basis of testing, teacher and staff recommendation, or parental option. Partial transition is also possible on the basis of the same criteria.

The LAB is administered at Morris twice each year. Students who wish to be tested, or whose language grades are incongruously high or low, may take the LAB; if they score above the twenty-first percentile in English, they may leave the program.

According to a policy introduced in 1980-81, students who opt out of the program before testing out are retained in a bilingual official class for one year, or until they score above the twenty-first percentile on the LAB. Students who do test out and are fully mainstreamed are assigned to a new grade advisor. However, the bilingual program's grade advisor follows their progress to provide continuity and to avoid the misunderstandings which have sometimes occurred. For example, college-bound program students have occasionally been pushed into the general track by mainstream faculty who may have assumed that bilingual students cannot do college-bound work.

ENGLISH AS A SECOND LANGUAGE

Working with paraprofessionals, the program's two tax-levy and three Title I E.S.L. teachers offered an array of courses unusual for its breadth and variety.

The program provided five levels of basic E.S.L. (each a double period of instruction) to 103 students. In addition, 189 students enrolled in one of 10 courses designed to reinforce or upgrade basic reading and writing skills, and 149 students registered for one of five transitional courses, of which several were geared to students' special interests. Students enrolled in E.S.L. 1 through 5 took three periods of English-language instruction per day, in classes which (with one exception), had fewer than 20 students. Students in the transitional phase took two periods of English each day. Table 10 outlines the English-language instructional offerings. Several of those offerings are described below.

A number of courses designated S.L.W., S.L.C.R., and A.D.S.L.C.R. aim at providing basic reading and writing skills in English to students who are functionally illiterate in either language. They focus on practical skills -- filling out job applications, reading a driver's manual, reading food labels. E.L.S. courses reinforce reading and writing skills; enrolled students are given workbooks and proceed at their own pace. The two R.C.T. courses, offered last year to upgrade reading and writing skills to Regents competency level, are no longer offered. Students at the transitional stage may also take elective classes which supplement the more conventional E.S.L. offerings. Designed by individual teachers on the basis of their own special skills and experience, these electives develop English skills by introducing students to basic concepts in law, aviation, first aid, and the theater.

During the evaluation site visits, one class in the E.S.L. instructional component was observed. The class, English-language skills (E.L.S.), emphasized the development of writing skills. Although the average register data indicated

an enrollment of 28 students, 18 students were in attendance. Students in this class had recently completed an assignment of writing letters to the school principal who had returned them with comments to each student. Part of the class period was used to go over the previous day's homework papers; students corrected each other's work. Those who had not done the assignment were gently reprimanded. Students in the class were called on by the teacher to participate in the lesson, and in general, participation was quite lively.

In addition to observing the E.L.S. class, a copy of an observation report completed by the assistant principal for the basic E.S.L. course (included in Appendix C) was reviewed.

TABLE 10

English-Language Instruction

Course	Number of Classes	Average Class Register	Classes Per Week	Description
E.S.L. 1	1	13	10	Introduction to English for non-natives
E.S.L. 2	2	22	10	Basic grammar
E.S.L. 3	1	12	10	Comparative, superlatives, adjectives
E.S.L. 4	1	16	10	Present/past perfect tenses
E.S.L. 5	1	18	10	Adverbs, perfect tenses, etc; vocabulary expansion
Reading 1	1	13	5	Beginning reading for non-natives
Reading 2	2	34	5	Beginning reading/writing skills
Reading 4	1	17	5	Reading comprehension, expansion of vocabulary
Reading 5	1	17	5	Corequisite 3rd year E.S.L.; short stories
S.L.C.R.	1	27	5	Basic reading and writing skills
Ad. S.L.C.R.	1	13	5	Reinforce reading and writing skills
S.L.W.	1	26	5	Basic reading and writing skills for functionally illiterate
E.L.S.	2	28	5	E.S.L. students deficient in writing skills

TABLE 10 (continued)

English-Language Instruction

Course	Number of Classes	Average Class Register	Classes Per Week	Description
E.T.G.	2	22	5	Advanced E.S.L.: short story, poetry, analysis of written paragraph
E.T.A.	1	23	5	Transitional English
M.A.L.S.	1	33	5	Modern American literature
AVE	1	21	5	Aviation English
First Aid	1	21	5	English development and instruction leading to first aid certificate

. Compared to last year, fewer courses were offered in the E.S.L. instructional program.

. The R.C.T. courses to upgrade reading and writing skills have been replaced with the N.L.A. courses (see section on Native Language Arts).

. Three special interest courses offered last year (theater as a second language, senior English, and law related English) were not offered in the spring term.

NATIVE LANGUAGE ARTS

Native language arts in the Morris High School bilingual program refers to the course of instruction designed for those students who are English-dominant but come from Spanish-speaking homes, and who function minimally in either language. The four students in this group took two periods of N.L.A. daily, in addition to one period of Spanish and three content-area courses.

The bilingual program offers two courses in response to the special needs of these students: N.L.A., which teaches survival skills in Spanish, and a course designated N.L.A. reading, which teaches the same skills in English. Students are taught to communicate such basic information as telephone numbers, days of the week, addresses, etc. They have a range of oral skills in both languages, and little or no familiarity with reading or writing. Most do not know the alphabet.

The program's approach to working with these students has been to teach the fundamentals of Spanish and English in separate classes. This has been found more effective than concentration on only one language; the separation of instruction into two courses tends to discourage the code-switching ("Spanglish") to which these students are prone.

Students who pass the N.L.A. courses are, for the most part, not prepared to enter the first level of E.S.L. They may not have mastered the alphabet, for example. These students are placed in the course designated S.L.W., which uses such materials as the Milliken series (Basic Buying Skills, Developing Alphabetizing Skills, Money Management) and the P.A.L. Practical Living series.

Last year's report pointed out that this aspect of the language instruction program might be in need of further development. The assistant principal ex-

pressed dissatisfaction with the way the two N.L.A. classes had been functioning during 1981-82. For next year, he plans to adopt an individualized student self-paced curriculum and to teach the classes himself (the assistant principal, in addition to his administrative duties, teaches two classes daily).

Spanish-Language Instruction

Table 11 indicates the bilingual program's Spanish-language offerings. The program includes ten levels of Spanish, ranking from Spanish 1N (elementary Spanish for the native speaker) through Spanish 7/8 (literature, culture, history) and advanced placement Spanish (primarily literature). There were 66 students enrolled in the most elementary levels, and 22 in the advanced placement course. This year, one course was added to the sequence: an introductory course in Spanish language and culture for the non-academic student (language survey).

The evaluator had the opportunity of visiting the advanced placement Spanish class. On the day of the visit 15 students were present. The topic of the lesson was the development of the Spanish theater through the plays of Lope de Vega. The Spanish used by the teacher was highly advanced; his manner of conducting the class was very enthusiastic and throughout his lecture he elicited participation from the students by illustrating the concepts introduced with examples from television programs familiar to the students.

The lecture was supplemented with a hand-out outlining pertinent facts about the Spanish theater and characteristics of Lope de Vega's works.

TABLE 11

Spanish-Language Instruction

Course	No. Classes	Average Register	Description
Spanish 1N	1	27	Elementary Spanish for the native speaker
Spanish 2N	2	18	Elementary Spanish for the native speaker
Spanish 3N	4	20	Intermediate level reading, writing, oral skills
Spanish 4N	3	28	Geography, history; reading, writing, oral skills
Spanish 5N	2	25	Reinforce skills; historical traditions
Spanish 6N	3	23	Preparation for three-year Regents exam
Spanish 7N	2	30	History, culture, literature of Spain and Latin America
Spanish 8N	2	18	Representative literary works of Spain and L.A., 12th century to the present
Advanced Placement	1	15	Representative literary works 18th, 19th, 20th centuries
Language Survey	1	27	Introduction of Spanish language and culture for the non-academic student

CONTENT-AREA INSTRUCTION

Overview

The principal stated that the curricula in bilingual content-area courses paralleled that taught in the mainstream.

As per the school's language policy, content-area courses are expected to be conducted in Spanish and English. In order to avoid using "Spanglish," a written statement on language use outlines the steps to be followed as:

1. Every bilingual class must be conducted in both Spanish and English. Ideally speaking, a class should have at least 20 percent of the period conducted in English.

2. The recommended approach is as follows:

   -- Assign a brief exercise to be done and reviewed in English.

   -- Present key vocabulary items in English. Elicit explanations for the words in English. Do not simply translate the words to Spanish.

   -- Conduct the entire body of the lesson in Spanish. Do not interchange languages.

   -- If time permits, have the class give you a second final summary. This one is to be done in English.

   -- When appropriate, assign a homework assignment to be done in English. If you do so, review the assignment in English the following day.

Bilingual content-area courses required for graduation, whenever sufficient interest warrants, are supplemented with elective courses. Table 12 outlines the program's content-area offerings during the 1982 spring term.

In order not to replicate last year's extensive description of the content-area offerings, this section of the report will only discuss two of the courses observed. Readers wishing further information on the organizational

structure and instructional thrust of courses in social studies, science, and mathematics can refer to the 1980-81 report.

TABLE 12

Enrollment in Content-Area Course Offerings

Spring 1982

Course Title	Number of Classes	Average Register	Criteria For Selection Of Students
Global Studies 2	4	35	Required
Global Studies 3	1	28	Required
Economics	2	23	Required
American History 1	1	18	Required
American History 2	2	17	Required
Science 2	2	31	Required
Biology 1	1	18	Required
Biology 2	2	23	Required
General Math 1	3	32	Diagnostic Test
General Math 2	2	22	Diagnostic Test
Algebra 1	1	18	Diagnostic Test
Algebra 2	1	29	Diagnostic Test
Algebra 3	1	10	Diagnostic Test

Class Observations

Three content-area classes were visited, one in global studies, one in algebra, and one in science. On the day of the visit, the science class was taking a test. However, the evaluator had an opportunity to examine newly acquired science materials which will enable students to do more laboratory-related work.

A copy of the test was also reviewed. In accordance with the school's language policy, the test aimed at assessing the students' knowledge of the content area in both English and Spanish. The first section of the test required the English definition for terms related to the topic being tested -- genetics. The second part of the test aimed at testing the students' ability to apply theoretical concepts of genetics by completing three short exercises. The test was well constructed and the format showed a high degree of consistency with the language policy guidelines.

The global studies course had 23 students, mostly from the ninth and tenth grades. The textbook used was Historia del Antiguo Continente, published in Colombia.

The topic of the lesson concentrated on the history of Turkey, and the division between Muslims and Christians. While lecturing, the teacher used a map to point out different countries. The major points of the lecture were written in Spanish on the blackboard and students diligently copied the notes into their books. No class participation took place during the observation period.

The algebra class observed was for first-time students. Only eight students were present out of the 18 students enrolled in the course, thus providing

an ideal situation for individualized attention. The "do now" assignment for this class was quite extensive, asking students to solve several perimeter problems. Students participated eagerly; questions posed by the teacher were answered in English and Spanish. The teacher provided several practical everyday examples of perimeter use.

The work of each student on the "do now" assignment was checked by the teacher. Afterwards, students were asked to write the solutions to the problems on the blackboard, as well as to explain to the class the method used to arrive at the correct answer.

MAINSTREAM COURSES

All program students have two periods daily of mainstream integration in either physical education, health education, music, art, or practical arts classes.

TABLE 13

Mainstream Classes in Which Program Students Enrolled

Course	Number of Students	Criteria For Selection
Art	25	Required
Music	23	Required
Hygiene	27	Required
Physical Education	300	Required
Typewriting	48	Elective

IV. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

Overview

One of the major strengths of this program is its supportive services. Personal counseling, educational guidance, and family assistance are provided by the guidance counselor, the grade advisor, and the family assistant. To avoid duplicating the descriptive documentation provided in the 1980-81 report, this section provides information elicited by the evaluator in interviews with these three members of the supportive services staff.

Educational and Personal Counseling

The guidance counselor, with the assistance of the grade advisor, conducts group counseling sessions on a regular basis. Group sessions aim at developing students' self-awareness. The guidance counselor believes these sessions to be valuable in "the discovery of feelings" and "the development of trust." No specific information was provided on the techniques used in group counseling sessions.

Another important goal of the counseling effort is to prevent truancy and drop-outs among the ninth graders. The staff, based on past experience, believe that if students are retained through the ninth grade, the probability that they will remain in school through graduation increases substantially. The staff hopes that the recent lowering of standards to qualify for promotion to the tenth grade will increase their holding power.

The supportive services staff also intervenes in students' behaviorial problems; teachers are encouraged to refer students to the guidance counselor rather than to the dean of discipline.

Educational guidance, provided by the grade advisor, consists of sponsoring college trips and assisting students with college and financial aid applications. Career guidance is provided through the Directory of Occupational Training computer-based programs.

Overage students receive the same supportive services as the rest of the students in the program; no particular strategy has been used to work with this population. In discussing the problem of overage students, the counseling staff indicated that the school will allow them to remain enrolled as long as they do not create disciplinary problems. Students who opt to leave, or who are asked to leave, are familiarized with other options available to them through city-run programs.

The counseling staff maintains records on all students: information relating to a student's concerns and the subsequent actions taken by the staff are noted each time the student visits with or is referred to the counseling staff.

Both the guidance counselor and the grade advisor are bilingual. The guidance counselor has a master's degree in guidance and counseling and the grade advisor was to have completed the requirements for that degree by June 1982.

Home Visits

The program also maintains a full-time family assistant who is responsible for making home visits. During the 1981-82 school year, the family assistant had made at least one visit to the homes of the majority of program students.

Home visits are made every week; the purpose is usually to investigate the reasons for particular students' problems. The family assistant described her job as one of "visiting the homes of the students to find the origins of the problem and aid the family in resolving it, to reduce whatever tension is

causing difficulties for the referred student." The majority of these visits are to the homes of students who have excessive absences from school.

Documentation on each home visit is rigorously maintained; the case histories reviewed were found to be of high quality, incisive, and carefully detailed. The case studies also show a great deal of sensitivity and caring on the part of the family assistant for the students, their families, and the hardships they undergo.

The family assistant's job is not an easy one. She travels alone to the students' homes, and often finds herself in unsafe surroundings. She has reported that at times, she has been unable to enter the premises where a student lives because a drug deal was taking place. When this type of situation arises, she must reschedule her visit for a different day.

The family assistant described the hygienic conditions in some households she visited as deplorable. And she added, that the transition from an unkept home, to a clean, although old school, can often be depressing for the students.

Through her job, the family assistant has developed a wide network of contacts with public and private agencies. She provided detailed description of how she has dealt with the welfare department, public health agencies, agencies that provide professional nurses for home care, and relief agencies that provide food and clothing for the poor in order to secure assistance for the students. As a result of her frequent contacts, she has developed a list describing each agency's specialization and a "who is who" in each, according to how helpful they can be. Her resourcefulness enables her to act quickly whenever an emergency situation arises.

One of the outcomes of the family assistant's work has been increased contact between the school and the students' parents. Once parents are aware

that the school personnel is Spanish-speaking, and includes members of the same ethnic group, they are less reluctant to attend school activities and meetings, or to just talk with the counseling staff.

CURRICULUM DEVELOPMENT

Last year's report included an extensive section on curriculum development as well as a description of the materials available for each instructional area. During the 1981-82 school year, all courses of study were revised and new materials were purchased to supplement the textbooks used in the science classes. In addition, the resource specialist put together materials needed for a pre-Columbian history class offered during the first school term. This activity fulfilled a goal for 1981-82 specified in last year's report. The departmental staff under the direction of the assistant principal also worked to integrate career education materials into the curriculum of every content-area course, selected and adapted materials that fulfilled course curriculum objectives, and developed strategies to incorporate writing skills into lessons to develop students' reading and study skills in and out of the classroom and to improve their test-taking techniques. The resource specialist also attended two conferences that addressed topics related to curriculum and instructional materials development. One was sponsored by Bank Street College and the other by the Association for Social Studies.

STAFF DEVELOPMENT

In addition to frequent class observations made by the assistant principal, pre-service sessions for two new teachers were held to improve the instructional process. The assistant principal also developed methods of improving test-

writing skills for the teachers, suggested uses of the student notebook as an adjunct to the learning process, and instituted a system of monitoring class-cutting and absenteeism through the school-home referral system.

Two workshops, organized and presented by the program personnel, were attended by the teaching staff. The program coordinator presented a workshop on career education, and a workshop on the use of the overhead projector and other audio-visual aids was conducted by the assistant principal and resource specialist. The department's teaching staff attended monthly meetings to discuss the implementation of goals and objectives and instructional methodology.

University Courses

Six members of the faculty were working toward master's degrees in fields related to their teaching assignments. Five attended classes twice weekly and one attended monthly, at such colleges as Queens, Hunter, and Lehman of the City University of New York, and Pace, and St. John's universities. One of the paraprofessionals is taking courses at Mercy College, and another is studying at Bronx Community College.

PARENTAL INVOLVEMENT

The bilingual advisory council for Morris has a membership of ten parents. At the May 1982 meeting, the council discussed cooperation between the parents and the school in matters related to attendance, classwork, and homework; preparation for competency exams; new graduation requirements and alternatives; and participation in the Parent Teacher Association (P.T.A.).

A questionnaire giving parents an opportunity to make suggestions for improving the program is also disseminated on an annual basis. This year, the

questionnaire responses demonstrated a greater interest among parents for courses that integrate career and vocational information into the curriculum. As a result, the assistant principal utilized some of the monthly staff meetings to discuss ways of incorporating career education into the content-area courses, and the program coordinator offered a workshop on the topic.

Parents are also involved in schoolwide activities. For a Puerto Rican Discovery Day celebration, thirty-five parents volunteered to cook typical foods. Open house meetings for parents, teachers, and school personnel are held twice a year. About 20 percent of the parents of program students (the same proportion that attends schoolwide) participate. One parent has also become involved in the campaign spearheaded by one of the school teachers to designate Morris as a historical landmark.

AFFECTIVE DOMAIN

Information provided by the program coordinator on students' academic standing, attendance, and participation in extracurricular activities suggests a positive attitude toward their schooling and their future.

Letters written by program alumni to the staff and the school principal attest to the positive feelings the students have toward the program.

Academic Standing and Honors

Ten seniors in the bilingual program were in the top one-third of the June 1982 graduating class; of the top ten seniors in the graduating class, one was a bilingual student and two others, including the salutatorian, were former bilingual students.

Attendance

For the spring term, the attendance rate for the school was 81.6 percent while the bilingual program rate was 85.6 percent. Fewer absences in the bilingual program are attributed to its being a special program where students are more closely monitored, and excessive and frequent absences are immediately investigated by the supportive services staff. According to the assistant principal's internal evaluation report (May 13, 1982 memorandum) ten percent fewer students failed for excessive absenteeism in January 1982 than did in January 1981. Students with five or more unexcused absences are automatically failed for the marking period, and students with 15 or more unexcused absences will fail the school term.

During the second marking period of the spring term, 27 students in the program had perfect attendance.

Extracurricular Activities

Students took part in after-school occupational skills programs, as well as in sports (basketball, baseball), peer tutoring, and theatrical productions. In addition, the program sponsored special events and trips to colleges.

One of the program highlights this year was the publication of a newsletter -- El Vocero Bilingue de Morris (see Appendix D). Students from the program conducted interviews, and wrote articles on topics such as differences between the educational systems of the United States and other countries, the efforts to designate Morris as a historical landmark, as well as a movie review, poems, jokes, and recipes. Students were assisted in this endeavor by the program coordinator.

Honors and Special Achievements

Each month teachers from the bilingual program are asked to nominate students from the program who, based on their academic performance, school attendance record, and service to the school community, merit being named Bilingual Student of the Month. The picture of the student selected is placed on a bulletin board with a short biographical sketch highlighting the student's accomplishments.

Nine students were inducted into Arista during the spring 1982 term and twelve students with grade point averages of 85 and above qualified for inclusion in the honor roll. The honor roll also had eight former bilingual program students that had been mainstreamed.

College Placement

Twenty-nine students had applied to college and were granted admission. Of the 29, 25 had applied to the City University of New York, and the others to branches of the State University and other private colleges in the state. Thirteen of the students admitted to college will be attending two-year colleges.

One student was admitted to Columbia University's School of Engineering with a 12,000 dollar scholarship; another student was accepted to William Smith College and received 11,000 dollars in financial assistance.

Suspensions and Referrals

Only two students were suspended during the year; 115 students with truancy and discipline problems were referred to the guidance staff.

Student Employment

Most of the students are unemployed due to the cutbacks in CETA funds. Because of the lack of after-school jobs, students tend to participate in educational programs and activities sponsored by the school.

Student Interviews

Several students from the program were interviewed in Spanish by the evaluator.

The students were very emphatic in describing how the principal (only two years on the job) has turned the school, from a chaotic place full of "class cutters" and truants into an orderly and safe school, with a strict behavior code.

The students' observations about the bilingual program were very positive. One student said that the program helped them emotionally by providing a friendly and stable environment; another that it had helped him to maintain a good academic record. The students particularly praised the staff's efforts with regard to college placement.

Some of the concerns voiced by the students dealt with declining enrollment at Morris and that as a result, it might be closed down. Several participated in a recruitment activity sponsored by the school to attract students from feeder schools; others have participated in the campaign to designate Morris as a historical landmark, insuring its continuance.

Of the students interviewed, the seniors were the most outgoing and more willing to engage in discussion with the evaluator; the ninth and tenth graders, on the other hand, limited their comments to short responses.

V. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-82.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science.

The following are the areas assessed and the instruments used:

English as a second language -- CREST Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Forms AS and BS, intermediate and advanced levels, 1950 version)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language performance -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of native-language achievement statistical significance is reported:

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in

the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment. A grade and level breakdown is reported for students who were pre- and post-tested with the same test level.

The results of the criterion referenced tests in mathematics, social studies, science, and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (70 percent passing). Each term is reported separately, as high school students may be programmed for different courses each term. As a result, the two groups of students reported in fall and spring may not be similar and are not compared.

Information is provided on the attendance rate of students participating in the bilingual program compared with that of the total school population. The following pages present student achievement in tabular form.

TABLE 14

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(Spanish-Speaking Students, Fall)

Grade	Number of Students	Average Number Of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	59	7.8	11.6	3.7	2.9	1.4
10	39	11.7	14.2	2.5	3.2	.7
11	42	9.0	11.9	2.9	3.2	.9
12	7	10.5	12.2	1.7	3.1	.5
Total	147	9.3	12.4	3.1	3.1	1.0

[a]Post-test minus pre-test.

- In general, students mastered 3.1 objectives, or one objective per month of fall instruction.
- The largest gains are associated with the groups that have the lowest pre-test scores, grades 9 and 11.
- On the average, the results meet the criterion proposed as the program objective. However, students in grades 10, 11, and 12 failed to meet the proposed criterion.

TABLE 15

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(Spanish-Speaking Students, Fall)

	LEVEL I				LEVEL II				LEVEL III				
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month
9	32	6.8	10.9	4.0	1.5	7	12.1	18.0	5.8	2.4	20	7.8	10.4	2.6	.8
10	3	6.6	12.6	6.0	1.7	10	16.3	20.4	4.1	1.2	26	10.5	12.1	1.5	.4
11	5	9.0	14.0	5.0	1.6	2	12.0	18.5	6.5	1.9	35	8.9	11.2	2.4	.7
12											7	10.5	12.2	1.7	.5
Total	40	7.1	11.4	4.3	1.6	19	14.3	19.3	5.0	1.7	88	9.2	11.4	2.1	.6

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

. Gains appear to be inversely related to pre-test scores. The higher the pre-test scores, the smaller the gain, regardless of level.

. Students at Levels I and II achieved gains of 4.3 and 5 objectives, or over one objective per month of fall instruction. Students at Level III showed modest gains of 2.1 objectives or 0.6 objective per month.

. Gains across grades and levels are similar, except grade 9 at Level II, which had relatively high gains, and all grades at Level III, which had the lowest gains and failed to meet the criterion proposed.

TABLE 16

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(Spanish-Speaking Students, Spring)

Grade	Number of Students	Average Number Of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	80	10.3	14.6	4.2	2.8	1.6
10	44	10.9	13.3	2.4	3.0	.7
11	41	10.7	12.9	2.1	3.1	.7
12	3	9.6	11.6	2.0	3.1	.6
Total	168	10.5	13.8	3.2	2.9	1.1

[a]Post-test minus pre-test.

. Overall gain rates for the spring are very similar to the fall. In general, students met the criterion of one objective per month. However, grades 10, 11, and 12 failed to meet the proposed criterion. This result is due to the concentration of upper grade students tested at the upper levels of the test, in which students tend to master fewer objectives.

TABLE 17

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(Spanish-Speaking Students, Spring)

	LEVEL I				LEVEL II				LEVEL III			
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month
9	37	10.4	15.1	4.6	1.8	15	12.5	17.4	4.7	1.7	28	8.9	12.4	3.5	1.2
10	9	10.1	14.8	4.7	1.5	3	14.0	18.3	4.3	1.4	32	10.8	12.4	1.5	.5
11	6	10.8	15.0	4.1	1.4	2	10.5	17.0	6.5	2.0	33	10.7	12.2	1.4	.4
12											3	9.6	11.6	2.0	.6
Total	52	10.3	15.0	4.6	1.7	20	12.5	17.4	4.8	1.7	96	10.3	12.4	2.0	.6

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

- In general, gains appear to be inversely related to pre-test achievement: the higher the pre-test score, the lower the gain, regardless of grade or level.
- Students at Levels I and II made gains of over 4 objectives, or 1.7 objectives per month. Students at Level III showed modest gains of 2 objectives, or 0.6 objectives per month.
- Gains across grades and levels are similar, except Level III students who had lowest gains and failed to meet the criterion proposed.
- The fall and spring results may indicate that the degree of difficulty in mastering objectives at Level III may be much higher; therefore, students may not be expected to master objectives at the same rate as those at other levels.

TABLE 18

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the Prueba de Lectura Total Reading, Forms A and B, by Grade and Test Level

Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Correl. Pre/Post	t	p
2	9	16	71.3	22.3	87.2	15.7	15.9	.808	4.78	.0001
Total[a]		18	72.2	21.4	87.7	15.2	15.6	.816	5.24	.0001
3	9	40	51.8	21.6	73.2	17.8	21.4	.839	11.49	.0001
	10	17	59.0	18.8	75.1	12.0	16.1	.876	6.60	.0001
Total[a]		58	54.1	20.8	73.6	16.1	19.6	.834	12.92	.0001
4	9	10	34.7	7.9	57.1	11.9	22.4	.101	5.22	.001
	10	25	45.6	16.2	60.4	15.6	14.8	.906	10.77	.0001
	11	6	55.3	24.1	70.3	11.9	15.0	.930	2.68	.0440
Total[a]		41	44.4	16.9	61.1	14.[illegible]	16.7	.799	10.48	.0001
5	10	7	29.0	13.1	49.9	11.6	20.9	.805	7.02	.0001
	11	18	42.4	13.0	57.7	15.4	15.3	.845	7.88	.0001
	12	2	52.0	12.7	75.0	19.8	23.0	1.000	4.60	.1360
Total[a]		27	39.7	14.3	57.0	15.5	17.3	.847	10.80	.0001

[a] Totals include small numbers of students whose grade was not reported.

. Fifty-six percent of the program participants were pre-tested and post-tested at the same test level. The remaining participants were excluded from the data analysis essentially because some participants were tested on different levels; others were tested during one semester, but not the other.

. At almost all levels of the test, and for almost all grades, students made statistically significant gains. The only exception was those twelfth graders tested at Level 5. These students made large gains, but because of the small sample size, statistical significance was not obtained.

TABLE 19

Number and Percent of Students Passing

Teacher-Made Examinations in Mathematics

	FALL 1981			SPRING 1982		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	103	41	39.8	139	89	64.0
10	60	34	56.7	58	50	86.2
11	45	38	84.4	37	34	91.9
12	6	6	100.0	3	3	100.0
Total	214	119	55.6	237	176	74.2

- Seventy-one percent of the total number of students participating in the program were reported to have taken a math course in the fall; 79 percent were enrolled in this subject in the spring semester.
- Fifty-five percent of the students taking math courses in the fall passed these courses; 74 percent of the students taking math courses in the spring achieved passing grades.
- Impressive gains, exceeding 80 percent passing rates, were achieved by eleventh and twelfth graders in the fall, and by tenth, eleventh, and twelfth graders in the spring semester.

TABLE 20

Number and Percent of Students Passing

Teacher-Made Examinations in Science

	FALL 1981			SPRING 1982		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	82	43	52.4	119	75	63.0
10	51	47	92.2	54	45	83.3
11	17	14	82.4	16	15	93.8
12	1	1	100.0	1	1	100.0
Total	151	105	69.5	190	136	71.2

- Fifty percent of the total number of students participating in the program were reported to have taken a science course in the fall; 63 percent were enrolled in this type of course in the spring semester.
- Almost seventy percent of the students taking science courses in the fall passed these courses; 71.2 percent of the students taking science courses in the spring achieved passing grades.
- In both the fall and spring terms, more than 80 percent of students in the tenth, eleventh, and twelfth grades achieved passing grades.

TABLE 21

Number and Percent of Students Passing

Teacher-Made Examinations in Social Studies

	FALL 1981			SPRING 1982		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	98	27	27.6	137	80	58.4
10	67	31	46.3	71	57	80.3
11	40	28	70.0	46	43	93.5
12	6	3	50.0	6	5	83.3
Total	211	89	42.1	260	185	71.1

- Seventy percent of the total number of students participating in the program were reported to have taken a social studies course in the fall; 87 percent were enrolled in this subject in the spring semester.
- Forty-two percent of the students taking social studies courses in the fall achieved a passing grade, whereas seventy-one percent of the students taking social studies in the spring passed.

TABLE 22

Number and Percent of Students Passing

Teacher-Made Examinations in Native Language

	FALL 1981			SPRING 1982		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	107	64	59.8	142	96	67.6
10	67	52	77.6	71	60	84.5
11	46	37	80.4	38	37	97.4
12	5	3	60.0	7	5	71.4
Total	225	156	69.4	258	198	76.7

- Seventy-five percent of the total number of students participating in the program took a native language course in the fall; 86 percent were enrolled in this subject in the spring semester.
- Sixty-nine percent of the students taking native language courses in the fall achieved passing grades; 77 percent of the students taking native language courses in the spring achieved passing grades.

TABLE 23

Attendance Percentages of Program Students by Grade

Average School-Wide Attendance Percentage: 71.9

Grade	N	Mean Percentage	Standard Deviation
9	115	83.3	18.4
10	69	91.8	10.1
11	50	93.9	6.0
12	8	93.3	4.8
Total	242	88.3	14.8

- The total mean percentage of attendance is 16.4 percentage points higher than that of the school as a whole, achieving the program's objectives in this area.
- The mean percentage of attendance increases from grade 9 to 10 and from 10 to 11, and remains approximately stable from grade 11 to 12.
- The decreasing numbers of students reported by grade suggests that selection factors may explain at least in part the increase in attendance rates. It is possible that students with lower attendance rates may leave the program (and/or the school) after the ninth grade, leaving the more successful students.

SUMMARY OF FINDINGS

Knowledge of English Syntax

In botn fall and spring terms, program students achieved the program's objective by mastering an average of one curricular objective per month of instruction as measured by pre- and post-administrations of the CREST test. In both terms, the largest gains were made by students with the lowest pre-test scores, and by students given Levels I and II of the test.

Reading in Spanish

With the exception of a very small group (2) of twelfth graders, students at all grade and test levels made gains in Spanish reading achievement which were stacistically significant. The actual mean gains were large, ranging from 15.6 to 23 raw score points. On the whole, the project's objective was attained in this area.

Achievement in Mathematics

In the fall term, program students achieved an overall passing rate of 55.6 percent on teacher-made tests of mathematics, a rate considerably below the 70 percent criterion level. Of those tested, ninth graders demonstrated the lowest performance, while eleventh and twelfth graders surpassed the criterion level. In the spring, the overall passing rate was 74 percent, which surpassed the program's objective. Of those tested in spring, only the ninth graders achieved a passing rate below 70 percent. In all, ninth graders appeared to experience the greatest difficulty, as has been noted in previous years. The higher achievement rates in the upper grades may be due in part to student attrition.

Achievement in Science

Students in both fall and spring semesters achieved rates of success which equalled or surpassed the program's objective of a 70 percent passing rate (overall passing rates were 69.5 percent in the fall and 71.2 percent in the spring). Achievement was, however, depressed by the performance of the ninth graders, who achieved passing rates of 52 and 63 percent in the fall and spring terms, respectively. Students in the other grades achieved rates which surpassed 82 percent in both semesters.

Achievement in Social Studies

The pattern of achievement in this area is similar to that reported above. Students achieved an overall passing rate of 42 percent in the fall, and 71 percent in the spring, meeting the criterion only in the second term of the year. The performance of the ninth-grade group was especially low, as was that of tenth and twelfth graders in the fall term.

Achievement in Native-Language Courses

Generally, the program objective was attained by students in both semesters. Ninth graders showed the lowest passing rates (60 and 68 percent) while the eleventh graders achieved the highest (80 and 97 percent in fall and spring, respectively).

Attendance

The attendance rate of program students was considerably higher than the 72 percent reported for the school as a whole. The program substantially surpassed its objective in this area.

VI. CONCLUSIONS AND RECOMMENDATIONS

In last year's evaluation, the school principal was reported to have identified several areas for program focus during 1981-82. These areas were curriculum development, staff development with particular attention to language usage in the classroom, vocational and career education, and the improvement of relations between bilingual program and mainstream faculty members.

The 1981-82 visits to the program coupled with the documented data provided by the staff reveal that several important steps were taken in the above-mentioned areas. The assistant principal assumed an active role in the revision of all courses of study and in the acquisition of new instructional materials. Additionally, progress was made toward the implementation of last year's recommendation regarding the use of science laboratories by bilingual students. These activities were consonant with the goals the principal had set for 1981-82 at the close of the 1981 school year.

The reports of class observations prepared by the assistant principal demonstrate that the language policy the school has adopted was closely monitored throughout the year. Moreover, the instructional process that was observed reaffirmed that the language policy was being implemented in the classes visited.

The interface between content-area curricula and career and vocational education was not evident in program data and materials reviewed. This area appears to be in need of further planning and programming. Another major area for program concern continues to be finding the most effective way of working with those students who are overage and have limited literacy skills in their native language, as well as those students who are limited in both Spanish and English.

During the site visits, the evaluator found no evidence of problems between mainstream and bilingual faculty.

The strengths of the program are many and its accomplishments, besides being impressive, outnumber the shortcomings mentioned above.

Some of the outstanding qualities of the program are the dedication of the staff toward the goal of building a solid academic program that is responsive to the diverse educational needs of the students served.

Recommendations

On the basis of visits made to Morris, the following recommendations are offered:

1. that the project concentrate more attention on the implementation of career and vocational education in the content areas, and supplement it with a structured guidance program using a workshop format with materials available from publishers and the ERIC Clearinghouse for Vocational and Career Education;

2. that attention be given to revise the curriculum and instructional strategies used with immigrant students who have limited literacy skills in their native language;

3. that attention be given to developing an intensive basic skills program, focussing on English reading and writing, coupled with English-language instruction in the content areas, for those students limited in both Spanish and English;

4. that the resource specialist identify, through the National Clearinghouse on Bilingual Education and other similar organizations, instructional materials particularly relevant to overage students with literacy skills problems;

5. that the guidance staff consider developing a counseling program particularly geared to truants using techniques of behavior modification (e.g. contracts, modeling, positive reinforcement) and values clarification;

6. that the staff document regularly what teaching and counseling techniques are particularly effective in working with students who are overage and have limited literacy skills;

7. that memoranda geared toward staff development be continued, and that they be supplemented with more informal contacts between the administrative staff and faculty to generate more two-way communication and feedback;

8. to include the participation of the family assistant and paraprofessionals in monthly meetings and staff development activities; and

9. to continue and increase student-centered activities such as the newsletter, bilingual student of the month, and other related activities that reinforce the students' self-confidence and increase the visibility of the program.

VII. APPENDICES

APPENDIX A

MORRIS HIGH SCHOOL
FRANCES VAZQUEZ, PRINCIPAL

FOREIGN LANGUAGES/ESL/BILINGUAL DEPARTMENT
G. Materon, Assistant Principal-Supervision

Bulletin #20

TO: ALL UPPER LEVEL ESL AND TRANSITIONAL COURSE TEACHERS

FROM: G. Materon, Assistant Principal - Supervision

RE: PREPARATION FOR THE JUNE 1982 ENGLISH CITYWIDE #2 - Compositions and Literary Essays

---

The writing part of the English Citywide amounts to 50 points. It consists of two parts: one, an expository type composition of 150 to 200 words in which a general topic(s) are provided and students are asked to provide an organized response; and two, a literary essay in which students either (1) write 100 to 150 words about a designated aspect (i.e. ending, characterization, etc.) of a play, novel, or a story, or (2)write two paragraphs of about 60 words each describing a given aspect of two poems or two short stories. In all literary essays students must name the specific titles and authors.

For students to undertake the writing part, they must be helped through structured lessons:

1. to understand that the writing of a paragraph requires an arrangement of sentences in a logical order, permitting a flow of events.

2. to use transitory expressions to permit a flow of events and to make a more unified paragraph (Attached is a listing of transitional words)

3. to write descriptive paragraphs that answer the questions of "what, who, where, how, when, and why".

4. to select appropriate opening and closing sentences.

5. to proofread accurately.

6. to plan the main ideas of several paragraphs to build a unified essay.

Attached are a class set of composition and literary essays taken from the previous Citywide examination. Adopt

them to your particular class and circumstances. For example, AVE might substitute poems or stories on flight. Students may read novels or stories on aviation as a term project and/or report.

You will also find attached a list of 25 topics for compositions that hopefully may create interest in students toward writing.

GM/ic

TRANSITIONAL WORDS

Addition:	Too, also, furthermore, similarly, moreover, besides, again, in addition.
Example:	For example, for instance, to illustrate, that is, namely, such as.
Summary (or restatement):	That is, in conclusion, to conclude, in other words, in short, in brief, to sum up, on the whole, finally.
Conclusion:	So, therefore, thus, accordingly, consequently; as a result, hence, for this reason.
Comparison:	Likewise, similarly, the same way.
Contrast:	But, however, nevertheless, on the other hand, conversely, on the contrary, by contrast, in spite of, despite, yet, otherwise, at the same time, although, if.
Cause:	Since, because, if, unless, when.
Time:	After, afterward, before, as long as, once, until, when, whenever, still, then, next, meanwhile, presently, eventually, later, finally.
Place:	Above, below, next to, beyond, before, there, whatever.

MORRIS HIGH SCHOOL
FRANCES VAZQUEZ, PRINCIPAL

FOREIGN LANGUAGES/ESL/BILINGUAL DEPARTMENT
G. Materon, Assistant Principal-Supervision

25 SITUATIONS TO THINK AND WRITE ABOUT

Use one of the following situations in an essay or short story.

IMAGINE THAT...

everyone only lived until age 25.
you could trade in your body for a new one every year.
all food came in the form of a pill.
books were outlawed.
mirrors never existed.
animals could speak human language.
humans returned to the barter system.
dogs and cats were suddenly smarter than their owners
everyone had to live underground
you never needed any sleep
people grew younger instead of older
you could relive one day in the past
a transatlantic highway connected North America and Europe
everyone looked exactly the same
the only colors in the world were white and black
people could become invisible at will
humans could live on land and under water without special equipment
photographs came to life as you looked at them
you could always tell what was going to happen in the next five minutes
television and movies were suddenly outlawed
everyone were self-educated
students could leave school at the age of 12
you were born and had always lived in a space station
you could swap places with another person for a week
there were only one child in every family

MORRIS HIGH SCHOOL
Frances Vazquez, Principal

APPENDIX B

FOREIGN LANGUAGES/ESL/BILINGUAL DEPARTMENT
George Materón, Assistant Principal - Supervision

February 10, 1982

Department Bulletin No. 6
Writing Samples

Dear Colleagues:

Please prepare writing samples for each of your classes. As per policy, each piece must be teacher corrected, a letter grade given, and/or comment written by teacher and completely rewritten by the student on 8½ x 11 composition paper.

All writing should be done as homework assignments so as not to take up class time.

Teachers are then to collect both copies and keep them on file for collection by me.

The schedule for collection of writing samples is:

February Writing Samples	-	due Monday, March 1st
March Writing Samples	-	due Monday, March 29th
April Writing Samples	-	due Monday, May 3rd
May Writing Samples	-	due Monday, May 31st

Some suggestions for topics are found below. You'll notice that many areas overlap.

Foreign Language

1. Resume of a story; article; speech
2. Letter to pen pal; request for money from parents
3. Newspaper article - human interest; current events
4. Biography of each other; of famous person; of teacher in the school
5. Weather report
6. Conclusion to a story
7. Horoscope - Your "good" and "bad" luck
8. Who am I? -- another student in class; a famous person
9. Stimulating topic - (Dealing with students' everyday reality)

ESL

1. A new ending for the story you read
2. A diary entry based on narrative
3. A dialogue based on narrative
4. A news bulletin based on narrative
5. A letter which one character of the story might write to another
6. An advertisement suggested by the story
7. A description of a character in the story

8. A fitting epitaph for a character
9. Interview parents, teachers, friends for details of their experiences
10. Write letters to friends in another country telling them what you are doing here.
11. Describe school rules for newly admitted foreign students

Mathematics

1. Explain a mathematical concept and vocabulary
2. Ask students to write original problems for the class to solve
3. Report on lives of mathematicians
4. Describe how mathematical knowledge affects everyday life in at least 3 ways.

Science

1. Advertisement (for scientific product)
2. Class newspaper - based on unit of work
3. Daily diary - on observation of some long-term project (e.g., growth of a plant from a seek, etc.)
4. Group term project - the class is broken up into small groups early in the term. Each group is given a specific topic to research and write up. This is to be read to the class as a whole. (How plants make food; How space stations are prepared in orbit.)
5. Individual projects - a report is made on some topic that requires research (How a camera works)
6. Letters requesting information
7. Written review of scientific T.V. program

Social Studies

1. Make a diary entry
2. Prepare a news broadcast
3. Write an advertisement
4. Write an editorial
5. Write a job prospectus
6. Write a letter
7. Write a petition
8. Group term project
9. Individual Project
10. Letters requesting information
11. Letters to political figures
12. Write long lost letter from person who lived a long time ago.

MORRIS HIGH SCHOOL
FRANCES VAZQUEZ, PRINCIPAL

Observation Of: M[redacted]
Date of Observation: April 27, 1982
Post Observation Date: April 30, 1982
Date of Report: May 12, 1982

Class: ESL 11R
Room: 401
Time: 7:55 - 8:30
Register: 12
Present: 9
Late: 4

The aim of your ESL 11R class on April 27, 1982 was:

"Can you read numbers in English accurately?"

The Do-Now consisted of writing the numerical symbols for five written numbers.

At 7:57, several students were called upon to read their responses. New numbers were placed on the board and the children asked to say them in complete sentences: "The number is eight hundred and thirty-eight."

To clarify any difficulty, the place order of numbers was reviewed (thousands, hundreds, tens, and ones).

The purpose of the day's lesson was discussed. The students would practice the reading of numbers rather than concentrate on practicing addition. The symbols +, -, x, and ÷ were reviewed.

The class was asked to take out the previous day's worksheet. They were instructed to read the numbers found in the calculation (e.g. "Sixty minus thirty-three equals twenty-seven"). The students worked on ten problems in this fashion.

The difference between addition and subtraction was elicited from the group before the class began to work on the second sheet of addition problems. This sheet was handled in the same way as the first.

As a culminating activity, the uses of numbers were reviewed: time telling, calendars, etc. The numbers used in time telling were handled orally and written on the board.

For homework, students were directed to complete the writing of the numbers found on the worksheet.

Among the many fine points in this lesson were the following:

1. One aspect of a good lesson is that it integrates the different parts into a coherent whole. Your Do-Now led directly into the day's lesson. The previous day's work was used to practice with and was further used for the homework assignment. The summary related what was accomplished into allied area of time telling. Finally, your overall purpose of integrating what is accomplished in your class with the content areas of mathematics, science, and social studies is commendable and educationally sound. Excellent!

2. Although the first period finds most students somewhat sluggish, you strove mightly to awaken the students' interest and to get all to participate.

   As I have often witnessed in your classes, there is a healthy tone that encourages student participation and sharing.

3. Your purpose was to help students to learn to read numbers. The lesson provided ample time for oral practice. Throughout the lesson you provided many opportunities for students to participate on many levels.

At our post observation conference on April 30, 1982, the following suggestions were made:

1. It is a school goal to enhance students' ability to write. We can do this by alternating oral and writing exercises during the lesson. Insist that students write their own answers in their notebooks while a child writes on the blackboard. Dictation exercises are also useful.

2. Attendance should be taken within the first few minutes of the beginning of the period.

3. The lesson went well and both you and the students accomplished the aim. You may wish to consider alternative approaches in future lessons. Choral drills repeated at an ever increasing rate helps wake the class and gets the "juices flowing". Games such as Buzz, etc., played with numbers can reinforce the concepts you're teaching without the students even begin aware that they are learning and practicing. You'll find many useful games in the bulletin given to you.

In summary, this was a fine lesson. Students left the class with an enhanced ability to handle numbers. The aim was achieved.

Yours truly,

Frances Vazquez,
PRINCIPAL

George Meteron
Assistant Principal - Supervision
FOREIGN LANGUAGE/ESL/BILINGUAL DEPARTMENT

I have received and read a copy of this observation and I understand that a copy will be placed in my school file.

[redacted]
TEACHER'S SIGNATURE

5/13/82
DATE

E L V O C E R O B I L I N G U E D E M O R R I S

June, 1982

Mr. George Materón ..... Assistant Principal
Foreign Languages/ESL/Bilingual Department

Staff

Faculty Advisor ..... Ms. Irma Nesci

Reporters ..... Alma Escobar
Marcia Lluberes
Robinson Medina
Luis Meléndez
Roberto Nieves
Leslie Pagoada
Ramón Pérez
Miguelina Ruíz
Raúl Santiago

Art Directors ..... Efraín Reyes
Luis Morán

Photographers ..... Ms. I. Carrasquillo
Mr. R. Coleman

Proofreader/Language Consultant ..... Mr. F. Barrio

FRANCES VAZQUEZ, PRINCIPAL

OUR PRINCIPAL SPEAKS
by Marcia Lluberes

I was sort of nervous when I went to Ms. Vazquez' office to interview her. She made me feel at ease very soon.

Ms. Vazquez was Assistant Principal of the Bilingual Department when Mr. Wiggan, who was then Principal, wanted to retire. Ms. Vazquez became Principal in September, 1979.

The first thing she did was to get some discipline in the school. A lot of students were walking in the hallways. She felt it would be a better teaching-learning process if teachers and students felt secure.

She felt that attendance had to improve. At that time the attendance of students ran about 60 - 68%. She wanted more kids coming to school. Attendance is now 82%.

Ms. Vazquez stated, "I also care about classroom instruction; that's why I go to classrooms when the class is in progress. I want to make sure that teachers are doing their best."

Ms. Vazquez, who as a teacher was coordinator of several programs, a grade advisor and chairman of programming, likes the school and the kids. The building, she says, "...looks like a castle. It is beautiful!" She enjoys seeing things that are successful.

There have been several new programs started at Morris since she became Principal. The Med Tech program is for students interested in working with doctors or in a laboratory as assistants. The Communications Humanities Arts Program (CHAP) is for students who are interested in the field of communications (acting, broadcasting, etc.) Aviation and First Aid courses are for students who are interested in the aerospace and health care industries.

(Cont. on P. 2)

NUESTRA DIRECTORA HABLA
por Marcia Lluberes

Me sentía algo nerviosa cuando fui a la oficina de la Srta. Vázquez para entrevistarla. Ella me hizo sentirme tranquila rápidamente.

La Srta. Vázquez era Vice Directora del Departamento Bilingüe en 1979 cuando el Sr. Wiggan, entonces Director, se quiso retirar. La Srta. Vazquez se convirtió en Directora en septiembre, 1979.

Lo primero que ella hizo fue poner disciplina en la escuela. Muchos alumnos caminaban por los pasillos. Ella opinó que el proceso educativo sería mejor si los maestros y los estudiantes se sentian seguros.

Ella creía que la asistencia debía de mejorar. En aquel entonces la asistencia era de un 60 - 68%. Ella quería que más estudiantes vinieran a la escuela. Asistencia ahora es de un 82%.

La Srta. Vázquez afirmó, "También me preocupa la educación en el salón de clases; por eso voy a los salones cuando se están dando las clases. Quiero asegurarme que los maestros están haciendo el mejor esfuerzo.

La Srta. Vázquez, la cual fue maestra, fue coordinadora de varios programas, consejera de grado y jefa de programación, gusta de la escuela y los estudiantes. El edificio, "...parece un castillo. Es hermoso!" Ella disfruta viendo cosas que tienen exito.

Varios programas nuevos han comenzado en Morris desde que ella se convirtió en la Directora. El programa Med Tech es para estudiantes interesados en trabajar con doctores o en laboratorios como asistentes. El Communications Humanities Arts Program (CHAP) es para estudiantes interesados en el campo de las comunicaciones (actuación, difusión, etc.) Los cursos de aviación y Primeros Auxilios (First Aid) son para estudiantes interesados en la industria aeroespacial y en las industrias relacionadas con la salud.

(Cont. en P. 2)

PRINCIPAL (Cont.)

Our Principal is stressing career exploration in all the programs so that students become aware that things they are doing in class NOW will help them find a job in the FUTURE.

One of the things that has been difficult to improve is the physical condition of the school. She hopes that the roof can be fixed and the walls painted.

She will continue to find more courses that meet the needs of students and look into new programs that give students more chances to succeed.

Before leaving I asked Ms. Vázquez for advice to students. She responded: "Come to school every day. Stay in school until you graduate. As soon as you can, get to know the career you are interested in so that you begin to get specialized training. It increases your chances of getting a job."

* * * * *

BOARD OF ESTIMATE TO DECIDE MORRIS LANDMARK DESIGNATION
by Raúl Santiago

The New York City Board of Estimate is scheduled to meet sometime in July to decide the fate of Morris High School's campaign to be declared a historic landmark.

This is the final stage of a long and difficult struggle on the part of Ms. Cynthia Huyler, English teacher, and all of those faculty members, parents and students who have worked with her.

Ms. Huyler, with the able assistance of Ms. Loscalzo, guidance counselor, has directed a campaign to have Morris declared a building of historic significance and architectural beauty. She has put in many hours of her own time for the last 2 years in order to achieve this designation.

She requested and was granted two hearings by the Landmarks Preservation Commission at City Hall. This tireless lady recruited many students,
(Cont. on P. 3)

DIRECTORA (Cont.)

Nuestra Directora está enfatizando la exploración de posibles carreras en todos los programas para que los alumnos se den cuenta que las coasas que ellos hacen en clase AHORA les ayudarán a encontrar trabajo en el FUTURO.

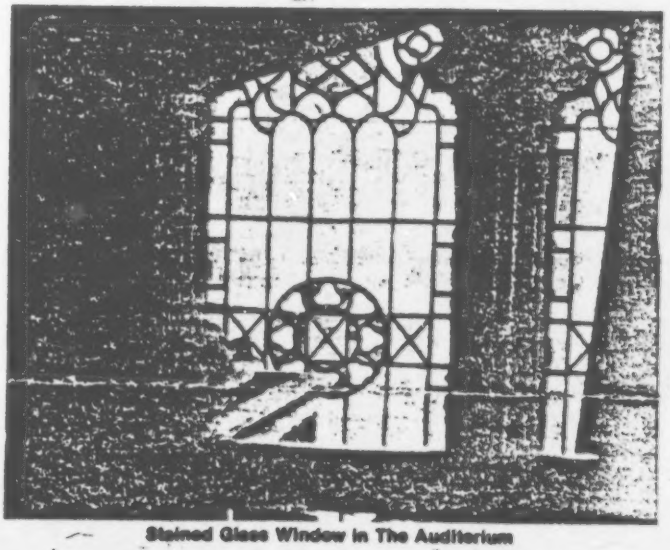
Una de las cosas que ha sido difícil mejorar es la condición física de la escuela. Ella tiene la esperanza de que el techo sea arreglado y las paredes pintadas.

Ella va a continuar buscando más cursos que llenen las necesidades de los estudiantes y explorar nuevos programas que ofrezcan a los estudiantes más oportunidades de éxito.

Antes de partir, le pedí a la Directora un consejo para los estudiantes. Ella contestó: "Ven a la escuela todos los días. Permanece en la escuela hasta que te gradúes. En cuanto puedas aprende sobre la carrera que te interesa para que puedas recibir entrenamiento especializado. Eso aumenta tus oportunidades de conseguir un trabajo."

Asistencia a La Escuela + Conocimiento de Carreras = Empleo

* * * * *



Stained Glass Window in The Auditorium